

EDUCATION-BASED TRACK

The Education-based track of the Teaching Artist Roster (i.e., the user-side of the Roster) identifies high quality teaching artists with particular expertise in preK-12 schools and programs intended for educational settings.

Requirements for Education-based Teaching Artists

Successful teaching artists must be able to impart their skills and experience through their teaching. To be an Education-based Commission teaching artist requires a mastery of your art form, an ability to communicate about that art form to a variety of participants, and an organized residency with clear objectives, outcomes, and assessment.

Education-based artists are expected to work with schools and teachers in learning in and through the arts. This includes art integration, as well as arts-based instruction in a preK-12 setting. In addition, teaching artists provide in-service professional development for teachers who wish to build on what they learn from your processes, finding ways to incorporate that knowledge into their daily curriculum and teaching practices. As part of the application process, you are required to submit a residency lesson plan and corresponding student assessment forms. The residency plan should integrate Arizona Arts Standards and demonstrate a thoughtful and logical progression of activities to meet these goals. Consider the participant age level, medium you work in, and timeframe of the residency. Keep in mind that many schools look for residencies that complement classroom curriculum.

Connecting with the Arizona State Arts Standards

It is important that you familiarize yourself with the Arizona Arts Standards. The Arizona State Board of Education revised the standards for the arts in 2006. These standards define what all students (K-12) should know and be able to do in dance, music, theater, and visual arts. This is an important step forward in arts education in Arizona and the standards documents have been distributed to all Arizona schools. Teachers and administrators work with these ideas and documents to develop classroom curriculum that builds student mastery. Your residency plans should articulate and reflect connections between your work and the arts standards. The Commission will offer professional development opportunities in many areas, including the Arizona Arts Standards, to artists who are accepted onto the Teaching Artist Roster. A complete listing of the standards is available online at the Arizona Department of Education web site at www.ade.state.az.us/standards/arts/revised/.

Security Clearance

Student safety is a primary concern to parents, teachers, and school administrators throughout Arizona. The Arizona Commission on the Arts does not conduct background checks on Roster Artists. However, each School District, Charter, and Private school will require different security clearance items in order for you to work on their campus. These items may include fingerprinting, background checks, liability insurance, etc. The Commission recommends that you contact the school ahead of the residency to ask about clearance requirements.

Finger Print Clearance Cards

The Arizona Department of Education (ADE) requires all certified teachers to obtain a Department of Public Safety (DPS) Fingerprint Clearance Card as a condition of certification. Whether you are a certified teacher or not, you can apply for the DPS Fingerprint Clearance Card by following the instructions on the ADE website: www.ade.az.gov/certification/downloads/FingerprintClearanceCardInformation.pdf

ARTS LEARNING PROJECT GRANTS AVAILABLE TO SCHOOLS FROM THE ARIZONA COMMISSION ON THE ARTS

As a juried Commission Education-based Teaching Artist, preK-12 private, public, and charter schools may call upon you to staff their arts learning project grant applications to the Commission. The Commission strongly recommends all Education-based Teaching Artists become familiar with the Commission's Arts Learning Project Grants and requirements:

1. *In-School Artists in Residence (A.I.R.) Program*

In Arizona and nationally, the arts are a core subject in education. A.I.R. programs are designed to support this goal and should positively affect how students, teachers, and the school community value and provide the arts. In A.I.R., the artist's creative and working processes are the foundation for building sequences of residency experiences and workshops for students and teachers. PreK-12 public and private schools throughout the state are eligible to sponsor A.I.R. residencies. Artists or performing companies typically work at one school site for

the entire residency. Residencies usually range from two weeks to one month either consecutively or spread out over the course of the school year. Program fees for services and travel/per diem are set by the Commission.

For more information about the Commission's Fee Table visit
www.azarts.gov/teachingartistroster/fees.pdf

For more information about planning a successful A.I.R. program visit
www.azarts.gov/artslearning/resources_curriculum.htm

When considering a residency in a school setting, keep in mind the following:

- The artist's own working process and interests are an integral part of the residency. Artists are encouraged to experiment with new ideas, processes, and resources to provide experiences that are stimulating and challenging for the students and for themselves. What type of programs would you design?
- The artist, teachers, and community members jointly plan each residency. Teachers should be considered partners in the classroom. When planning in-services consider what will help them integrate new techniques and processes into their curriculum and teaching practice.
- When a school calls, artists should decide if they are interested in working with them based on the residency goals, the commitment of the teachers, support of the administration, and the overall organization of the residency.
- Student workshops are grounded in standards-based arts learning that is participatory, hands-on, and student-centered. Do your residency plans articulate and reflect connections between your work and the Arizona Arts Standards?
- Each residency communicates the value of the arts to parents, educators, community members, and policymakers. Are you comfortable with communicating the importance of arts advocacy?

For more information about advocacy in arts education visit www.artsed.org

2. **Community Enrichment Grant Program**

These residencies are typically initiated by Boys and Girls Clubs, parks and recreation programs, neighborhood centers, libraries, social service organizations, YMCAs, and out-of-school time programs. In some cases, you may work at more than one site during a residency. Out-of-school time residencies are very different from those that take place during school hours.

When considering a residency in an after-school setting, keep in mind the following:

- After-school programs operate for the convenience of families, providing a safe, healthy place for children to interact after school while parents are at work. Since parents' work schedules vary, the schedules of participating children may vary from day to day as well. How can you experiment with your method of presenting your work to accommodate the flexibility and spontaneity of after-school programs?
- After-school program staff experiences the challenge of acting as a parent, friend, mediator, and mentor for children as these young people practice making positive choices and develop social skills. Staff must deal with a myriad of situations simultaneously. What are some ways that you can excite and energize the staff during the residency? How can you enable them to carry on aspects of the residency in the future?
- The age of participants varies. Are you able to work with diverse age groups at one time? What activities and events can you provide in alternate spaces, such as cafeterias, gymnasiums, art rooms, portable classrooms, etc.? Would you be able to present activities at more than one site during the residency?

3. **Partners in Arts Learning** – *This grant program provides arts learning experiences to broaden, deepen and diversify a community's relationship with arts organizations by engaging children, families and neighborhoods. Projects are initiated by arts organizations, to create partnerships with local school and or community-based organizations to deliver arts-based learning programs for students, communities, staff, teachers, and/or teaching artists. Particular interest and support is given to projects that are sustainable, collaborative, and provide direct*

participation and access to quality arts experiences for participants and the community at large, and may also focus on or contain elements of professional development for staff, educators, and/or teaching artists. Partnership projects must contain a community-based outreach experience for local schools, parents, community members, etc. Commission Teaching Artists may be called upon by local arts organizations to implement their programming.

For more information about Arts Learning Project grants visit the Guide to Grants for Organizations and Schools at www.azarts.gov/guide